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ABSTRACT

This report describes a project designed to decrease the number of missing, incomplete, and late assignments of seventh-grade students in a middle school science class. The students attended a small parochial school in a suburb of a large midwestern city. The students' problems with organization were documented through anecdotal records; surveys administered to students, teachers, and parents; and a review of the teacher's gradebook from the previous semester. Analysis of the problem and review of the literature resulted in the development of mini-lessons on organizational skills, which were taught during the first month of school, and implementing student portfolios as a tool to help the students develop organizational skills. To determine the effectiveness of the intervention, the number of completed and prompt assignments was compared to the previous year's. Test percentages for the seventh-graders were averaged and were also compared to the students' scores from the previous year. A rubric was used to assess the portfolios. Finally, the students' and parents' perceptions of the effectiveness of the intervention were gathered using reflection sheets. Based on an analysis of the data gathered, it appears that the mini-lessons and use of student portfolios improved the students' organization and their academic performance. Evidence for this finding includes the students' and parents' comments and students' improved test scores. In addition, students were able to put together portfolios with over 90% of their classwork, and they were able to find information from these portfolios when it was needed for a test or for putting together a final portfolio. Improved organizational skills were also reflected in the increase in homework that was at least partially prepared on the due date. (Seven appendices include the questionnaires, students' list of desired student attributes, and the portfolio rubric. Contains 31 references.) (LPP)

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ED 421 275

# IMPROVING STUDENT ORGANIZATION THROUGH THE USE OF PORTFOLIOS

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I would like to dedicate this report to my wife Carlene, to my children Karl, Kelly, and Kenny for their love, support, and patience.

I also dedicate this report to the memory of my parents, James and Edith Shultz whose sacrifices provided me the opportunities to succeed.

Finally, I dedicate this report to my students who have witnessed my growth in teaching and have adapted to a new and better teacher.

I would like to acknowledge the assistance of Dr. Amy Hanson in the preparation of this document. Thank you for you time, energy, and support.

## ABSTRACT

This report describes a program for improving student organizational skills with the use of portfolios. The target population, which consisted of middle school science students from a small parochial school in an adjacent suburb of a major metropolitan city in the midwest, were frequently unprepared for class and had a large number of missing, incomplete, or late assignments. The problem was documented through anecdotal records, surveys administered to students, teachers, and parents, and a review of the teachers gradebook for the previous semester.

Analysis of probable cause data indicate that the poor organizational skills may be due to poor student attitudes toward education, lack of instruction in organizational skills, lack of parental involvement, poorly designed assignments by teachers, or student deficiencies or disabilities.

A review of the literature indicated possible solutions as student organizational aids and instruction of organizational skills. Redesigning homework practices and policies were also proposed in the literature. Careful analysis of the problem setting and literature resulted in the selection of teaching mini-lessons on organizational skills and implementing portfolios as a tool to help organize the students in the classroom.

Based on the analysis of the data gathered and presented, instruction of mini-lessons on organizational skills and implementation of student portfolios improved students' organization and impacted positively on students' academic performance.

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# CHAPTER 1

# PROBLEM STATEMENT AND CONTEXT

## General Statement of the Problem

The students of the targeted seventh grade exhibit poor organizational skills that interfere with academic growth and achievement. Poor organizational skills are being defined as missing assignments, missing graphic organizers, and lack of written notes from the text for use on examinations. Evidence for the existence of the problem includes anecdotal records, daily gradebook records of missing assignments, questionnaires administered to students, parents and, teachers, and assessments that indicate student academic performance.

## Immediate Problem Context

The school is a small parochial elementary school of 336 students in kindergarten through the eighth grade (K-8). The school is administrated by a principal with the aide of a faculty member who serves as vice-principal. The faculty is comprised of 20 full time teachers and 3 part-time teachers. The students are divided into two homerooms for each grade level, except for the third grade class which has only one section of 26 students. The average size of a homeroom is approximately 19 students per teacher. Table 1 presents the elementary public school district's racial and ethnic make-up as reported in its 1996 School Report Card. It reflects the racial and ethnic diversity and relative balance between minorities and whites in the city.

Table 1

Racial/Ethnic Background and Total Enrollment for the Target School, the Public Elementary School District, and the State Schools

| | White | Black | Hispanic | Asian | Other | Enrollment |
|---|---|---|---|---|---|---|
| Target School | 65.5% | 20.2% | 5.7% | 2.7% | 6.0% | 336 |
| District Schools | 46.7% | 42.8% | 7.0% | 3.3% | 0.2% | 6,814 |
| State Schools | 64.0% | 20.6% | 12.2% | 3.1% | 0.1% | 1,906,599 |

The target school's faculty ethnic background is 95.66% white, 0% black, and 4.34% Asian. The religious background of the student body of the target school is 85.2% Catholic and 14.8% Protestant. The religious background of the faculty is 91.7% Catholic and 8.3% Protestant.

The facility was built in 1955 and is a brick, two story, structure. It has 18 classrooms, one faculty resource center, an office area with four rooms, and a cafeteria. The facility is generally well maintained and kept clean. The gymnasium, library, and computer lab are in a separate building. The library, computer lab, and science labs have all been remodeled in the last two years and the roof was replaced in the last year.

The school is a consolidation of two neighboring parish schools and is financially supported by both parishes. The parish that houses the target school has 234 students and the other parish has only 39 students.

Academically the school is sound as indicated by the 1997 California Achievement Test (CAT). The third, fifth, and seventh grades scored in the 77th, 82nd, and 90th percentiles respectively, for the total battery. Notable exceptions were the spelling score of the third grade, which was in the 50th percentile, and the language expression score of the seventh grade which was in the 96th percentile. The school finished its fifth year assessment and was commended by the review panel of six outside administrators and teachers. Two recommendations for the school were to increase authentic assessment and to increase the use of computer technology in the classroom.

The school's philosophy states that the goal of the school is based on the understanding and education of the whole nature of each child. The school strives to provide a foundation of basic skills, self-discipline, and effective learning habits. It is also a mission of the school to imbue the child with a Christian philosophy and a system of moral values.

## The Surrounding Community

The school of the target seventh grade is located in a diverse suburban city of approximately 73,000 people immediately adjacent to a very large metropolitan city in the

midwestern United States. The population has decreased by 8% since the 1970 U.S. Census. Table 2 illustrates the ethnic diversity of the community and the trends in the last three U.S. Census surveys.

Table 2

Total Population by Race, Percentage of Total population

| | White | Black | Hispanic | Asian/ Pac. Islands | Other | Total Population |
|---|---|---|---|---|---|---|
| 1970 | 81.74% | 16.05% | 0.45% | 1.76% | 0.00% | 80,113 |
| 1980 | 74.84% | 21.42% | 0.67% | 4.86% | 0.18% | 73,706 |
| 1990 | 70.67% | 22.67% | 1.49% | 8.08% | 0.30% | 73,233 |

The community is largely middle-class with a median household income in 1990 of $41,115. The median family (married, with children) income was $53,625, and the per capita income was $22,346. The percentage of the population below the poverty line in 1990 was 8.75%. The unemployment rate for 1990 was 4.3% of the labor force population. The community is relatively well educated, with over a third (27,196) of the population having 4 or more years of college education. Nearly two-thirds (63.8%) of the population are between 20-64 years of age. School age children (5-19 years) make up 18.2% of the population.

The community has one public elementary school district for grades K-8 with a total enrollment of 6,814 students in 15 different schools. Two of the public schools are K-8, three are middle schools serving grades 6-8, and ten are K-5 elementary schools. There is one public high school serving approximately 2,700 students and the community is also home to a large, prestigious university. There are two other parochial schools and two non-secular private schools also serving the children of the city.

The target school is under a period of transition in administration and faculty. The previous principal of three years resigned, citing the demands of the position. The vice-principal resigned to accept an appointment as principal at another school. Four other teachers resigned to pursue positions elsewhere and one teacher was in a near fatal automobile accident and will not return until second semester or later in the school year. The new principal, the third in the 12 year history of the school, is a veteran administrator and assigned an experienced teacher to serve as vice-

principal. Furthermore, two teachers changed teaching assignments and the teacher in the accident was to become the computer lab specialist. A first year teacher was hired to substitute for the computer lab specialist, one position was not replaced, and the remaining four positions were also filled with first year teachers. The staff worked through a difficult period of adjustment, becoming acquainted with the new faculty members and the administration style of the new principal. For the most part, the faculty remained focused and dedicated to teaching through these distractions.

## National Context of the Problem

In reviewing the literature, an abundance of information was found pertaining to homework and student attitudes. It is appropriate to discuss student attitudes towards their assignments here, for the attitudes and disorganization of assignments by students in the target school mirrors much of the discussion found in the literature that was reviewed.

Homework assignments are necessary for student improvement and growth. The positive attributes of homework as reported by Cooper (1989) are to aide retention and understanding of material covered, improve study skills, improve student attitudes toward school, show that learning can occur anywhere not just in school, and foster independent and responsible character traits. Schumm and Radencich (1992) echo these goals when they state a goal of homework is to enable students to develop independent study skills. These goals could easily be translated into organizational skills. For a student to successfully complete a homework assignment, the student needs to note the assignment and due date, set aside time to complete the assignment, bring the assignment from home to class to be checked or graded, save the checked assignment for future reference and review, and take the assignment home to share with their parents. As just listed, the task of successfully completing homework calls for the student to have good organizational skills. Schumm and Radencich (1992) also recommend that it would be helpful to the student if the teacher presented "mini-lessons" in study skills. The topics for these "mini-lessons" would include; time management, organizing notebooks, setting up a home study center, planning an individual study session, test preparation, and planning for special projects. Clearly having good organizational skills is a requirement for successful homework completion.

Successful completion of assignments is not being achieved on a daily basis in the classroom. Teachers assign homework for various reasons, but as Murphy and Decker (1990) reports, the majority of assignments are to "reinforce class material" (55%) or to "master course objectives" (23%). Most assignments are independent practice activities of material the students covered previously in class. It could be argued that most students should be able to successfully complete these type of assignments. Studies show that less than half of the students complete 80% of assigned work and the accuracy rate was low (Murphy & Decker, 1990). Only 39% of the students studied answered 80 to 100% of the homework accurately and only 6% met the 90% or better level of accuracy. Homework success rate is lower than expected and this could be from many different reasons. Cooper (1989) lists some of the obstacles to successful homework as student characteristics of ability, motivation, and study habits. The student's ability to organize would be included under study habits. To help students to complete homework, teachers should instruct parents to 1) set a definite time for study each day; 2) provide the proper environment; 3) provide needed materials; 4) require students to organize school materials; 5) require daily list of homework assignments; and 6) provide support and guidance when needed (Solomon, 1989).

There is a link between academic achievement and homework. Solomon (1989) states, "Homework, regularly assigned, clearly stated, regularly collected, promptly graded, and promptly returned, will have a positive affect on student achievement and attitudes" (p. 63). Cooper (1989) found 20 studies since 1962 comparing homework and academic achievement. Of these, 14 produced effects favoring homework. Studies reveal that the average high school student in homework classes will outperform 69% of the students in a non-homework class (Cooper, 1989). In junior high school, the improved performance is slightly less. Homework has been shown in three studies to improve student performance at all IQ levels, even low-ability students were able to achieve grades on par with brighter students if they participated in increased homework (Heller, Spooner, Anderson, & Mims, 1988). Foyle and Bailey (1988) cited research that found a statistically significant difference in achievement of homework groups over non-homework

groups. Homework is necessary for student improvement and organization is critical to successfully completed homework.

Attitudes also play a role in homework success. In a cross-cultural study of Chinese, Japanese and American school children, Chen and Stevenson (1989) reported that Chinese students like to do their homework and spend a great deal of time doing it. Japanese students tended to be indifferent, but spent the necessary time to complete their homework. The American students did not like their homework and spent very little time on it and many did not complete the assignments. This low evaluation of the American student's attitude towards homework may also be linked to poor organizational skills and study habits, although this was not discussed in the literature.

Homework clearly improves student performance in school, yet the majority of students have trouble completing homework assignments. The problem could be identified as an attitudinal problem, a problem with study skills, or an organizational problem. It is likely a combination of all three, with the emphasis on student study and organizational skills.

# CHAPTER 2

# PROBLEM DOCUMENTATION

## Problem Evidence

Evidence for the existence of the problem was gathered by means of anecdotal records, daily gradebook records of missing assignments, class averages of open note and assignment tests, questionnaires administered to students, parents and, teachers, and assessments that indicate student academic performance.

### Anecdotal records

The target school has a policy of issuing an academic notice for the third missing assignment and each missing assignment thereafter. Upon receiving three academic notices the student are then assigned an after-school detention. In the spring of the previous school year, the target class would have an average of three students in detention each week for three or more missing assignments. Some teachers were also keeping in three to four students at recess on a daily basis for chronic failure to turn in assignments. In the current school year, teachers reported that several students of the target seventh grade received two academic notices within the first two weeks of school. These students claim to have forgotten to do the assignments or say that they left the assignment at home. An experienced teacher exclaimed one day in the autumn of the new school year, that "getting assignments from this group is like pulling teeth". The teacher went on to comment that the students don't listen to instructions, don't write down assignments, and come to class unprepared. Teachers who taught the target class last year echoed this observation.

When six teachers were asked for an explanation of why students did not complete assignments, 100% of the teachers claimed poor organizational skills on the part of the students. When 42 students were asked for an explanation of why they did not complete assignments, 54%

of the students used the word "forgot" in their explanation. Explanations included such reasons as; forgetting to write down the assignment, forgetting the book at school, and forgetting to do the assignment. When 27 parents were asked the same question, 46% used the word "forgot" in their explanation, citing many of the same reasons as students. Teachers, students, and parents all indicated that students' lack of organizational skills is a major reason for missing, late, or incomplete assignments. The manifestation of students not doing or completing assignments is that students achieve below expectations. This observation is further reinforced when student performance of the target class is assessed in the previous school year's gradebook records.

Daily Gradebook Records

A review of the science class gradebook for the second semester of the previous year is also indicative of the problem. There were 45 students, 18 assignments for a total of 810 entries in the gradebook. Over 29% of the students had late or missing assignments. Another 11% turned their assignment in on time but the assignment was not complete. Nineteen percent of the students had two or more missing assignments for the semester, over 74% of the students had two or more late assignments, 42% of this group had four or more late assignments. Finally 59% of the students had two or more incomplete assignments, 22% of these students had four or more incomplete assignments. These results indicate that many students are having trouble doing assignments, finishing on time, and completely. When the gradebook is further analyzed, the test scores from the previous year also indicate how missing assignments affected the target seventh grades academic performance.

Class Averages for Open Note and Assignment Tests

In the target science class students were allowed to use all of their written homework assignments, their written laboratory reports, and their graphic organizer for the teacher prepared chapter tests. A review of the first four tests given to each section of the target seventh grade for the previous year indicates a lower than expected class average on this type of test. Table 3 indicates the test taken, the average percentage for the test of the combined seventh grade and the total average for all four tests given during the second semester of the previous school year.

Table 3

Test Percentage Averages for the First Four Tests of the Previous Year

| | Test One | Test Two | Test Three | Test Four | Test Total |
|---|---|---|---|---|---|
| Average Percentage | 82.85% | 77.15% | 81.95% | 82.8% | 81.19% |

An average of approximately 81% for the open note test is indicated in Table 3. The teacher anticipated test results of approximately 90% on this type of test. The cause of this discrepancy relates to the students failure to do assignments or losing the assignments before the tests. Many students were observed by the instructor as having no notes, assignments, nor laboratory reports available during the tests. Support for this claim can found in an analysis of questionnaires distributed and collected from teachers, parents, and students of the target class.

Questionnaires

Questionnaires were prepared and distributed to all of the teachers, all of the students, and sent to all of the parents of the target class. The questions were designed specifically for each group, but were also designed to mirror questions given to the other two groups. All seven of the teachers and all 42 of the students returned their questionnaires. Sixty-four percent of the 42 parent questionnaires were returned. When asked what percentage of the time homework was completed, 83% of the teachers said it was completed only 70 to 90% of the time. Fifty percent of the teachers responded that students complete between 70 and 80% of their homework. Sixty percent of the students said homework was completed from 60 to 90% of the time. Fourteen percent of that group said they completed less than 80% of their homework. Forty-one percent of the parents responded that they thought their child completed from 60 to 90% of their assignments.

When asked if students had four or more missing assignments in a class, 50% of the teachers responded that 11 to 20% of their students had four or more missing assignments in a grading period. Thirty-six percent of the students said they had four or more missing assignments in a grading period. Thirty percent of the parents said their child had four or more missing assignments in a class during a grading period. When asked why students did not complete assignments, all seven of the teachers responded with poor organizational skills. Fifty-four

percent of the students cited poor organizational skills and 46% of the parents blamed poor organizational skills. When asked why students had poor organizational skills, 83% of the teachers said that organizational skills are not taught to students. Two percent of the students said organizational skills were not taught. Most students (24%) said it was due to lack of time to get organized in class. Thirty percent of the parents said organizational skills were lacking because of maturity, another 30% said the students were modeling their parents, and 7% said there was no formal training in organizational skills.

The questionnaires clearly indicate that a substantial percentage of the students are not completing assignments and a substantial number of teachers, parents, and students see poor organizational skills as the reason for not completing assignments. The cause for poor organizational skills is not as clear. The teachers see the problem as a lack of training, the students say it is a lack of time, and the parents indicate it due to a maturational process and modeling after parents. The next section reviews these causes in more detail.

## Site Review of Probable Causes

There are several probable causes for the existence of poor organizational skills of the target seventh grade. The first possible cause is the large number of students who would be considered below average or low average in achievement as evidenced by the C.A.T. administered in spring of 1996. One fifth of the current class fell into this category. Several of these students are diagnosed with a learning disability. The students with learning disabilities show a slightly higher proportion of the discussed poor organizational skills than the rest of their classmates.

Another probable cause is the lack of formal training in organizational skills. At this time, the school does not address organizational skills specifically in the curriculum for grades K-6. Students receive suggestions and informal training in study and testing skills from their teachers as necessary. The school does offer an elective class for instruction of study skills for current seventh and eighth grade students presented by the librarian, however, this is the first year that the target seventh grade students have had the opportunity to select this class. The class is only open to 16 students per semester and most students select other elective classes.

Another probable cause is the number of first and second year teachers that the target class have had through their first seven years of schooling. Half of the class has had a first or second year teacher each year. The teachers have all been quality educators, but the first two years of teaching is a period of learning the curriculum and adjusting to the school. The new teachers do not have a stated curriculum for teaching organizational skills for reference and they may not be fully aware of student needs until later. These cite based causes are also discussed in the literature of this problem.

## Literature Review of Probable Causes

A review of the literature presented many probable causes for the lack or non-use of organizational skills and poor student performance associated with organization. The causes can be divided into learning disabilities of the student, poor student attitudes, poor teaching practices, and poor parental support.

### Learning Disabilities

Mullen (1987) asserts that many students have special needs that are not recognized and compensated for by the teacher. She divided this problem into five factors; physical, academic, perceptual, behavioral, and motor and provided explanation and diagnostic tools to help identify these students (Mullen, 1987). Mullen (1987) sub-divided physical factors into fatigue, hearing difficulty, and visual acuity difficulty. The academic factor was divided into achievement above grade level and achievement below grade level. The former group of students are underchallenged while the later is overchallenged in the school environment. Mullen (1987) gave four perceptual observations: visual perception difficulties, auditory memory weakness, visual memory weakness, and auditory discrimination difficulty. Mullen (1987) listed three observations for the behavioral factors: distractible, fidgitiness, and perfectionistic. The motor factor was centered on fine motor difficulties as observed in writing.

Mullen (1987) points out that many of these students are grouped together and labeled as lazy or disobedient students. Mullen (1987) states, "It is essential for the teacher to try to determine the factors that contribute to the student's inability to complete his work" (p. 469). Haman and

Isaacson (1985) prepared a 26 item checklist to help diagnose students with organizing or sequencing difficulties. If the evaluator checked nine or more of the 26 items on the checklist, the student would be one with difficulty functioning in the environment in an organized manner. Haman and Isaacson (1985) also point out that these students are mistakenly identified by teachers and parents as lacking motivation or being lazy.

Poor Student Attitude

Student attitudes towards school and homework could also contribute to the lack of organization. Chen and Stevenson (1989) in a cross cultural study of students from the U.S., China, and Japan, surveyed 989 fifth grade students from two metropolitan U.S. school districts on their attitude towards homework. The results showed that 61% did not like homework, 33% were indifferent, and only 16% liked homework. This is greatly different from Chinese students who had only 16% of the students disliked homework, 28% were indifferent, and 66% liked homework. In a national study sponsored by the National Center for Educational Statistics, Rothman (1990) surveyed 25,000 eighth grade students. Nearly half of the students said they were bored in school half or most of the time. Hootstein (1994) agrees, saying "Clearly too many students think school is boring, and they see little connection between school learning and their lives outside the classroom" (p. 213). These attitudes towards school and homework may lead to apathy, procrastination, and disobedience and may affect the students' motivation towards being organized in the school setting. Some of the students' attitudes toward school and homework may be influenced by teaching practices that do not motivate learning.

Poor Teaching Practices

Poor teaching practices and attitudes are also presented as probable causes of poor student organization. Most criticisms were focused on assignment design. Teachers have long dismissed students' criticism of homework assignments as boring and irrelevant (Hinchey, 1996). As Murphy and Decker (1990) point out, assignments are not varied by purpose or type. In a survey of nearly 3000 teachers, Murphy and Decker (1990) found that 78% of the teachers use assignments to reinforce class material or master course objectives. Murphy and Decker (1990)

also found that nearly one-half used textbook generated questions and one-fourth chose worksheet assignments. Assignments do not demand higher order thinking skills or problem solving (Solomon, 1989). Murphy and Decker (1990) also point out that homework is not consistent in amount assigned or frequency, expectations are not clearly stated, and assignments are not coordinated in the school. Finally, few teachers formally teach study and organizational skills (Greenspan, 1984). It has been incorrectly assumed by junior high and middle school teachers that students know how to ask questions, set goals, be prepared, and be on time at this stage of their schooling (Bowers & Farr, 1984). Potential problems resulting from teaching practices, may be compounded by lack of parental support for the learning process.

Lack of Parental Involvement

Parental involvement is also lacking for students. Parents are not actively involved in supporting teachers' homework policies (Murphy & Decker, 1990). In a cross-cultural study, Stevenson, Lee, and Stigler (1986) found that Japanese parents assisted their children 35% more than American parents and Chinese parents provided assistance over 90% more often than American parents. Stevenson, et al. (1986) also found that of American fifth graders, only 63% had a desk at home, their Japanese and Chinese counterparts had desks in 98% and 95% of the homes, respectively, despite less living space. Heller, Spooner, Anderson, and Mims (1988) referred to another obstacle to homework completion as the students not having resources available for assistance on homework assignments.

To summarize the probable causes as observed at the site and found in a review of the literature, the causes can be grouped into student deficiencies in organization and learning disabilities, poor student attitudes toward school, poor teaching practices, no formal curriculum for teaching study and organizational skills to all students, inexperience of the teaching staff at the site, and poor parental support for American students as compared to Asian parents. After exploring the probable causes of poor student organizational skills and their impact on performance, review of the literature suggests several possible solutions to the probable causes of this problem.

# CHAPTER 3

# THE SOLUTION STRATEGY

## Literature Review

Solutions for addressing the problem of organizational skills affecting student performance can be divided into three general areas. The first is associated with the implementation of study and organizational skills instruction, the second is correcting deficiencies in the design of homework assignments, and finally compensating for students with learning or organization deficiencies.

### Study and Organizational Aids and Instruction

The first possible solutions discussed are the use of student study and organizational aids. Laase (1996) describes a Study Skills Notebook. It is a three ring binder with an assignment calendar, note pocket, book envelope, and paper in the binder. In groups students fill out an entrance and exit slip at the beginning and end of each day. The teacher checks the slips as a way of monitoring the notebooks. Laase (1996) also discusses the use of assignment notebooks. It is suggested the notebook should also have student birthdays, holidays, and other special events to add more student ownership of the notebook. Uselman (1996) describes a practicum project designed to increase student ownership of learning through student kept assignment calendars and portfolios. The students were involved in frequent, cooperative sessions in which they shared their assignment calendars and portfolios. The students would offer suggestions and report to the teacher after every session. At the end of the practicum, Uselman (1996) observed nearly 73% of the students were recording all assignments and keeping them in their portfolios.

Several researchers suggest teaching organizational and study skills to students. The presentation of these skills range from teaching of strategies to formal courses included in the

curriculum. Rafoth & Leal (1993) propose two mnemonic strategies to teach students. The first, PREPARE (Ellis & Lenz as cited in Rafoth & Leal, 1993) is designed to help students be organized for class. The mnemonic is Plan, Reflect, Erase, Psych, Ask, Review, and Explore. The second mnemonic is designed to remind teachers to reinforce the students' organizational strategies. MIRRORS stands for; Model the strategy, Inform the students, Remind students to use strategy, Repeat the strategy, Outline the strategy's usefulness, Reassess student performance, and Stress the strategy's general usefulness. Mini-lessons on study skills are proposed by some researchers. Clemmons & Laase (1995) developed a series of mini-lessons based on two premises: a) teach the skills when students display a need; and b) teach the skills by modeling the process with relevant content. The lessons were used throughout the school year and across the curriculum. SQ3R and its variations for textbook study may be taught at the end of class periods (Stahl & Henk, 1985). Other researchers propose formal courses to teach organizational and study skills. Bowers & Farr (1984) propose a two year course taught in seventh and eighth grade. Seventh grade students would focus on listening, organization and time management, and use of the library. Eighth grade classes would study effective study habits, critical thinking skills, and writing and research skills. Schilling (1984) believes a commitment to study skills needs to occur before seventh grade. Schilling (1984) teaches sixth grade and emphasizes study skills in all of the content areas by teaching or reviewing one or more skills each day. Another strategy for improving student organization is the use of student portfolios to aid students in the collection and organization of class work, as well as, a means for assessing students' academic progress.

Portfolios can also serve as an aid in helping the student to organize their school work. A portfolio contains evidence of a student's skills and provides a portrait of the student's development through the school year (Burke, Fogarty, & Belgrad 1994). The nature of the portfolio requires that the student save artifacts in a central location and develop a method of organizing the contents. Burke, et al. (1994) uses an analogy of an artist painting with water colors and a teachers assessment of a student. They continue the analogy by saying "both works of art require planning, organization, careful selection, and frequent pauses to step back and view

the work in progress..." (Burke, et al., 1994, p. vii). The analogy is completed by referring to the way an artist's palette organizes their paint, the portfolio is the "organizational palette" for authentic assessment of the student (Burke, et al., 1994). A portfolio is a systematic and organized collection of evidence that aids both the teacher and student in monitoring the student's progress in class (Vavrus, 1990). Burke, et al. (1994) state that the collection and organization of artifacts is a critical element in implementing portfolios. Burke, et al. (1994) present a model illustrating why a teacher should use a portfolio in which it is stated that portfolios encourage students to take charge of their learning and to become aware of their learning history. The portfolios also enable students to become more active and thoughtful learners. Burke, et al. (1994) propose a portfolio system of ten elements.

There are three distinct types of portfolios: personal, academic, and professional (Burke, et al., 1994). Personal portfolios are intended to present a holistic picture of a person. The academic portfolio focuses on the school work of a person and the professional portfolio is intended to highlight aspects of a person's career or schooling that will aid them in finding employment or university. Each of these portfolios should be created around ten elements (Burke, et al., 1994). Project purpose is the first element when the student decides what type of portfolio is to be created and what will be the focus of the portfolio. The second element is to collect and organize the artifacts. Burke, et al. (1994) state that early organizational decisions shape the integrity of the portfolio and if order is present from the start then order will also reign over chaos in the end. The next element is to select key artifacts. In this phase the student will prioritize artifacts and discard unnecessary items. Hebert and Schultz (1996) include older students in this process. They state that older students can provide wisdom and advice about what to save and how to organize the portfolio for younger children. The fourth element is to interject personality into the portfolio (Burke, et al., 1994). The student should be encouraged to include a personal touch in the cover, page layouts, or in selecting "signature pieces" (Burke, et al., 1994). Reflecting metacognitively is the fifth element. In this phase the student identifies the purpose and value of each artifact. The next element is to inspect for self assessment. The student is asked at this step to evaluate if the

portfolio is meeting the established purpose and does it reflect their goals. The seventh element discussed by Burke, et al. (1994) is to perfect and evaluate. In this phase the student fine tunes the content of the portfolio and prepares it for assessment. The next element is to connect and conference with someone. The student should share their final portfolio with another student, parent, or teacher. The ninth element is to inject and eject to update the portfolio. Once established the student should be adding and taking away artifacts to keep the portfolio fresh. The final element that may be included in a portfolio is respect of accomplishments. In this culminating step the student is asked to exhibit and present their portfolio for public viewing. Burke, et al. (1994) state that the educator and students may elect to use all ten elements or may tailor the elements to fit their needs. All portfolios need to include the three essential elements of collect, select, and reflect (Burke, et al., 1994). Burke, et al. (1994) present three possible models of portfolio development that illustrate a progression of using the ten elements. The process of collecting, selecting, organizing, and updating artifacts for the portfolio and then reflecting on the content and sharing with others make portfolios a powerful tool for the student (Burke, et al., 1994).

A portfolio is "a body of work that represents the person, builds self-esteem, and provides a sense of accomplishment and pride" (Burke, et al., 1994, p. xvi). Where portfolios focus on the process of organizing student artifacts and assignments, encouraging students to take charge of their learning, and to reflect upon their learning, another set of solutions are aimed at improving the preparation of assignments by teachers.

Designing Assignments

The second major grouping of solutions focused on designing better assignments. Having a clearly stated and enforced homework policy is one possible solution proposed by several researchers (Cooper, 1989; Murphy & Decker, 1990; Strother, 1984). Coordinating homework across the curriculum is also important. Murphy & Decker (1990) call for a balance of frequency, duration, purposes, and types of assignments throughout the school. Cooper (1989) says the coordination should be across the district with specific assignment and time limits per grade. Designing meaningful and authentic homework assignments is called for by many researchers

(Foyle & Bailey, 1988; Fredericks, 1986; Heller, Spooner, Anderson, & Mims, 1988; Partin, 1986; and Solomon, 1989). Solomon (1989) best summarizes this solution by reminding teachers to determine the purpose for an assignment first and assignments must be clear, meaningful, varied, and assigned seven days a week.

The first two groups of solutions discussed (Study and Organizational Aids and Instruction and Designing Assignments) deal primarily with the average student. The final set of solutions are designed to meet the needs of students who have learning or organizational deficiencies.

Compensating for Student Learning or Organizational Deficiencies

The final grouping of solutions discuss compensating for students with learning or organizational deficiencies. Haman & Isaacson (1985) stress that learning disabled students with organizational problems can be taught to function in an organized and sequential manner. Haman & Isaacson (1985) offer eight remediation suggestions for these students (a) providing more space to organize their belongings, (b) late assignments can be redone at a designated time, (c) reinforce directional skills by having the student wear a watch on their right wrist or labeling the directions on the classroom walls, (d) provide a daily schedule on the student's desk, (e) divide worksheets into sections and number the order in which they need to be completed, (f) use graph paper to help students align their math computations and have them say aloud step by step what they are doing, (g) use a cueing system to help students reduce inappropriate communication in class, and (h) use oral language to guide their sequence of manipulating physical objects.

Mullen (1987), as discussed in the probable causes section of Chapter 2, identifies five factors; physical, academic, perceptual, behavioral, and motor skills in which students may have deficiencies. For each of these factors, Mullen (1987) provides three to five classroom compensations that the teacher could implement to aide the student.

To compensate for physical factors, Mullen (1987) suggests for fatigue to check with parents for the student's bedtime habits and diet, possibly referring student for a physical examination, give a snack break, and have the student design a contract that specifies how much work the student thinks he/she can accomplish that day. For hearing difficulties Mullen (1987)

suggests a referral for audiological examination, seat student in front of the classroom, present directions both orally and visually, face the student when speaking, and aid the student with the first part of an assignment to ensure understanding. If the student has a visual acuity problem, the student should be referred for a visual examination, have the student designate a preferred seating location, present directions both orally and visually, and provide good lighting (Mullen, 1987).

For academic factors when student achievement is below grade level, Mullen (1987) suggests to provide a curriculum at the appropriate level, provide guide sheets for content areas, reduce assignments to the essentials, and provide manipulatives to assist assignments. If achievement is above grade level, it is advised to provide a curriculum at the appropriate level, provide individual instruction, assign enrichment projects, and avoid rote memory and redundant assignments (Mullen, 1987).

Many of the perceptual factors are similar to the physical factors. For visual perception difficulties, Mullen (1987) proposes to limit copying tasks, have a peer copy for the student, allow the student to write only the answer, and give tests orally. Mullen (1987) describes the following compensations for weak auditory memory (a) directions given both orally and visually, (b) help student begin assignments, (c) use a peer to "over" drill auditory activities, (d) use short, concise directions, and (e) have student repeat directions orally. For weak visual memory, Mullen (1987) again advises to give directions both visually and orally and have the student listen to tapes of the lesson. If the student has difficulty with auditory discrimination, it is suggested that the student needs a quiet environment, the student may want to use earplugs, have the student repeat directions, and again provide directions both visually and orally (Mullen, 1987).

Mullen (1987) divides the behavior factors into three subdivisions of the distractible student, the fidgety student, and the perfectionist student. For the distractible student some compensations that may be used are (a) use a carrel, (b) seat in the least distractible area of room, (c) make sure the student has only the relevant material out on the desk, (d) use worksheets with only a few items per page, and (e) have a cue designed to bring the student back to task (Mullen, 1987). If the student is fidgety, allow the student to get out of his/her seat after completing a task,

seat next to a calm student, and give assignments that involve a hands-on approach (Mullen, 1987). For the perfectionist student, discuss behavior with parents and suggest counseling, provide a relaxed atmosphere, and give praise (Mullen, 1987).

The final factor discussed by Mullen (1987) is the motor factors. Compensations for students with poor fine motor skills are to limit written work, allow the student to tape record answers, have student use a typewriter or computer, and have a peer copy notes for the student.

These students with learning or organizational deficiencies can be taught to function in an organized manner, but the solution lies in the teacher's understanding of why these students are failing and providing the appropriate compensation (Haman & Isaacson, 1985).

## Project Objectives and Processes

As a result of implementing student portfolios and mini-lessons on organizational skills, during the period of September, 1997 to January 1998, the target seventh grade science classes will decrease the number of missing, incomplete and late assignments, as measured by portfolios and tallied incidences of students being unprepared for class as recorded in the teacher's gradebook.

In order to accomplish the stated final objective, the following processes are necessary:

1. A series of mini-lessons and learning activities for instruction of organizational skills will be developed.
2. Materials and storage space for student portfolios will be acquired.
3. Lesson of introduction to student portfolios will be developed.
4. Assessment rubric for student portfolios will be developed.

## Action Plan

| Date | Action |
|---|---|
| August 1-31, 1997 | Write chapters two and three of action-research project report. |
| August 17-19, 1997 | Develop mini-lessons for organizational skills<br>a. Note taking<br>b. Organization of Time<br>c. Studying vs. reading<br>d. SQ3R<br>e. Outlining<br>f. Thinking<br>g. Preparing for and Taking Tests |

| Date | Action |
|---|---|
| August 20, 1997 | 1. Develop tally sheet for gradebook.<br>2. Review gradebook second semester 1997 sixth grade science classes and tally missing, incomplete and late homework assignments.<br>3. Develop tally sheet for questionnaires<br>4. Develop Rubric for portfolio assessment |
| August 22, 1997 | Buy Student Portfolios and clear off window shelves in classroom for portfolio storage and label shelves |
| August 23-24, 1997 | Develop introductory lesson for student portfolios<br>a. Purposes of Portfolios<br>b. Types of Portfolios<br>1. working portfolios<br>2. final portfolios<br>c. Organization of Portfolios<br>d. Required Items<br>e. Independent selection process<br>f. Logging Portfolio entries<br>g. Artifact Reflection sheets<br>h. Discuss Rubric for assessment of portfolios |
| August 25, 1997 | Start of School |
| August 26-29, 1997 | Classroom procedures, rules, expectations and start of first unit. |
| September 1, 1997 | 1. Develop entry sheet for working portfolios<br>2. Develop reflections sheets for final portfolios |
| September 2, 1997 | 1. Teacher distributes cover letters and questionnaires to colleagues<br>2. Teacher sends home cover letters and questionnaires to parents with students<br>3. Teacher distributes cover letters and questionnaires to students.<br>4. Teacher reads aloud cover letter and questionnaire with students.<br>5. Students complete questionnaire and return to teacher.<br>6. Teacher presents First mini-lesson on organizational skills, Note taking. |
| September 3-9, 1997 | Teacher collects Teacher and Parent Questionnaires |
| September 3, 1997 | 1. Teacher presents Introduction to portfolios lesson to students<br>2. Teacher distributes working portfolios and entry sheets to students<br>3. Students fill in entry sheets and attach to portfolio<br>4. Teacher assigns students storage areas |
| September 4, 1997 through October 23, 1997 | Students keep all completed science assignments for first grading period in working portfolios. |
| September 5, 1997 | Teacher presents Second organizational skills mini-lesson, Organization of Time |
| September 8, 1997 | 1. Teacher spot check of student portfolios, checking entry logs and neatness. |

| Date | Action |
|---|---|
| | 2. Teacher sends reminder notices to parents for questionnaires to be returned with students<br>3. Teacher puts reminder notices in colleagues mailboxes for questionnaires to be returned. |
| September 9, 1997 | Teacher presents Third organizational skills mini-lesson, Studying vs. Reading |
| September 11, 1997 | Teacher presents Fourth organizational skills mini-lesson, SQ3R |
| September 12, 1997 | 1. Teacher sends final reminder notices to parents for questionnaires to be returned with students<br>2. Teacher puts final reminder notices in colleagues mailboxes for questionnaires to be returned. |
| September 15, 1997 | Teacher presents Fifth organizational skills mini-lesson, Outlining |
| September 17, 1997 | Teacher presents Sixth organizational skills mini-lesson, Thinking |
| September 19, 1997 | Teacher presents Seventh organizational skills mini-lesson, Preparing for and Taking Tests |
| September 22, 1997 | Teacher spot check of students' working portfolios, check to see if portfolios artifacts are up to date and organized. |
| September 26, 1997 | 1. Teacher review Organizational Skills with students<br>2. Metacognitive activity, Students fill out a PMI for Organizational Skills |
| September 28, 1997 | Teacher tallies student, parent, and teacher questionnaires |
| October 6, 1997 | Teacher spot check of students' working portfolios, check to see if entry log is up to date and portfolios are neat. |
| October 14, 1997 | 1. Teacher reviews Organizational Skills with students<br>2. Metacognitive activity, Students answer Mrs. Potter's Questions about Organizational Skills |
| October 20, 1997 | Teacher spot check of students' working portfolios, check to see if portfolios artifacts are up to date and organized. |
| October 21, 1997 | 1. Teacher reviews Final Portfolios with students<br>2. Teacher distributes Final Portfolios to students<br>3. Students decorate cover of their final portfolio |
| October 22, 1997 | 1. Students withdrawal required artifacts for final portfolios and select their science growth artifacts from the working portfolios.<br>2. Students fill out reflection sheets for artifacts<br>3. Teacher distributes new working portfolios |
| October 23, 1997 through January 12, 1998 | Students keep all completed science assignments for the second grading period in working portfolios. |
| October 23, 1997 | 1. Students take final portfolios home to present to parents.<br>2. Parents fill in reflection sheet and sign sheet |
| October 27, 1997 | Students turn in working and final portfolios teacher assessment. |

| Date | Action |
|---|---|
| November 5-6, 1997 | Teacher, Parent and Student conferences.<br>1. Teacher returns first grading period working and final portfolios to students.<br>2. Teacher discusses assessment of portfolios with students<br>3. Students discuss their portfolios and assessment<br>4. Parents reaction to portfolio process |
| November 10, 1997 | 1. Teacher reviews Organizational Skills with students for final time.<br>2. Metacognitive activity, Students complete Stem Statement about Organizational Skills, "Organizational skills will help me be successful in high school because..." |
| November 21, 1997 | Teacher spot check of students' working portfolios, check to see if portfolios artifacts are up to date and organized. |
| December 19, 1997 | Teacher spot check of students' working portfolios, check to see if entry log is up to date and portfolios are neat. |
| January 9, 1998 | Teacher spot check of students' working portfolios, check to see if portfolios artifacts are up to date and organized. |
| January 13, 1998 | 1. Teacher reviews Final Portfolios with students<br>2. Teacher distributes Final Portfolios to students<br>3. Students decorate cover of their final portfolio |
| January 14, 1998 | 1. Students withdrawal required artifacts for final portfolios and select their science growth artifacts from the working portfolios.<br>2. Students fill out reflection sheets for artifacts<br>3. Teacher distributes new working portfolios |
| January 15, 1998 | 1. Students take final portfolios home to present to parents.<br>2. Parents fill in reflection sheet and sign sheet |
| January 20, 1998 | Students turn in working and final portfolios teacher assessment. |
| January 27, 1998 | Teacher returns portfolios to students |
| January 30, 1998 | Teacher tallies missing, incomplete, and late assignments for the first semester. |
| February 1 to May 1, 1998 | Analyze data, draw conclusions, and report findings in action-research project paper. |

## Methods of Assessment

In order to assess the effects of the intervention, all missing, incomplete and late assignments will be recorded and noted in the gradebook. These results will be compared to the previous year's gradebook for the target students. Average percentages for class test scores will be calculated and compared to the previous year's percent averages. A rubric will be developed to assess the portfolios. Student and parent reflection sheets will be developed to help determine

student and parent attitudes towards the effectiveness of portfolios. Anecdotal records from student, teacher, and parent conferences will also be noted.

# CHAPTER 4

# PROJECT RESULTS

## Historical Description of the Intervention

The objective of this project was to decrease the number of missing, incomplete, and late assignments for the targeted seventh grade students. The implementation of student portfolios and teaching of mini-lessons on organizational skills were selected to effect the desired changes.

During the first week of school, questionnaires about student organization were distributed to all seventh grade students, teachers, and parents (see Appendix A). These questionnaires were collected and tabulated to access needs and attitudes about organizational skills. The students were taught seven mini-lessons on organizational skills during the first month of school. Lessons were taught twice a week and each lesson was approximately 10 minutes in duration. The lessons were then reviewed in November and the students brainstormed a list of desired attitudes for a student (see Appendix B). Copies of this list were distributed to the students. These sheets were also reviewed in early January.

The students were also introduced to portfolios and given a rubric detailing expectations for the portfolio. Each student was given an envelope type manila folder to use as their working portfolio and the class was assigned a space to store their portfolios. Students were asked to keep all of the written assignments in the portfolio. In lieu of an entry log, the students were asked to use their assignment sheets (see Appendix C) to record when artifacts were put in the portfolio. Portfolios were distributed to students on days when an assignment was due for the students to add the assignment to their portfolio. The new assignments in the portfolios were checked by the teacher at the end of a chapter. At the end of the quarter grading period, the students discussed their portfolio with the teacher. It took three class periods to interview all of the students. At the

end of the semester the students made their own final portfolios out of construction paper. They were given a list of required items for the final portfolio and a rubric for the final portfolio to do a self-assessment (see Appendix D). Students selected their best work to create their final portfolio and filled in reflection sheets (see Appendix E) for the four best items in their final portfolio. This process took two class periods. Parent interview sheets (see Appendix F) were given to the students and they were asked to take their final portfolios home to conference with their parents about the contents of their portfolio. Students then returned their self-assessment rubric and the signed parent interview sheet to the teacher. Students were allowed and encouraged to use their portfolios and journals while taking their unit tests and they were requested to keep their working and final portfolios for the end of the year test. Results of the tests, analysis of homework, as well as, comments from the parent interviews and the portfolio rubric were reviewed to help determine the effectiveness of the intervention.

## Presentation and Analysis of Results

To determine the effectiveness of the intervention of organizational skills and the use of portfolios to improve students homework completion, assignments were noted as to their completion and promptness in the gradebook and compared to the previous year. Test percentages for the target seventh grade were averaged for comparison with the student's previous year. A rubric was used to assess the portfolios. Finally the student's and parent's perception of the effectiveness of the intervention were gathered using the reflection sheets.

### Results of Homework Tally from the Gradebook

The researcher performed a comparison analysis of the second semester of the 1996-97 school year before the intervention and the first semester of the 1997-98 school year after the intervention was initiated (see Appendix G). The first 18 assignments were used for each semester. As assignments were graded, a notation was recorded in the gradebook denoting if the assignment was on-time or late. It was also noted if the assignment was complete or incomplete. The homework completion comparison for the two semesters are shown in Table 4.

Table 4

Comparison of Homework Before and After the Initiation of the Intervention

| | Before Intervention 1996-97 School Year | After Intervention 1997-98 School Year |
|---|---|---|
| On-time competed assignment | 59.01% | 27.78% |
| On-time incomplete assignment | 11.36% | 49.19% |
| Late complete assignment | 12.59% | 2.44% |
| Late incomplete assignment | 13.33% | 12.33% |
| Missing assignment | 3.70% | 8.27% |

Several interesting differences are presented in Table 4 between the before and after intervention years. One difference is the decrease by half in the on-time complete assignments from the before intervention period to the after intervention period. However, the on-time incomplete assignments increased by more than four times from the before intervention to the after intervention. This resulted in a net gain of over 16% for the number of on-time assignments. The table also indicates a net decrease in the number of completed assignments by 41.28%. Another difference is the more than double increase of missing assignments from the 1996-97 school year to the 1997-98 school year. One explanation for this increase in missing assignments, could be that three students accounted for approximately 75% of the missing assignments in the 1997-98 school year. These results may have impacted student performance on tests.

Comparison of Test Percentages

Students were given teacher prepared tests over the content discussed in the class and the text book. In the period before the intervention was started, students were encouraged to use notes, homework, and written laboratory reports as aids for their test. After the beginning of the intervention, students were encouraged to use their portfolios and laboratory journals. Although the total test percentage average falls below the teacher's previously stated objective of 90%, Table 5 does indicate a significant improvement of test scores by 6.24% from the time before the intervention to the time after the intervention was initiated.

Table 5

Comparison of Test Percentage Averages for the First Four Tests Before and After Intervention

| | Test One % Average | Test Two % Average | Test Three % Average | Test Four % Average | Total Test % Average |
|---|---|---|---|---|---|
| Before Intervention | 82.85% | 77.15% | 81.95% | 82.80% | 81.19% |
| After Intervention | 83.25% | 89.50% | 87.80% | 89.15% | 87.43% |

It is interesting to note that the first tests are within half of a percentage point of each other, but the subsequent test are all 6% or greater difference between before and after intervention. This may be a result of students using the rubric to develop their portfolios.

Evaluation of Portfolio Rubrics

Students were asked to do a self assessment of the portfolios using the teacher developed rubric given to them. The rubric had a possible of 70 points. The students assessed the portfolios on the average of 68 out of the 70 possible points. This reflected that they perceived their portfolios as completing 97% of the rubrics objectives. The teacher's evaluation was significantly lower at an average of 63 points out of the possible 70 points. This represented 90.2% for the average student portfolio as assessed by the rubric. This is a difference of 6.8% between the student's evaluation and the teacher's assessment. It is significant that the average student had portfolios that were over 90% completed. This level of success probably impacted both the parents' and students' impressions of the portfolio.

Parent and Student Perspectives on the Effectiveness of Portfolios

Parents and students both were responding positively on the reflection sheets. One student commented that her portfolio helped her to be neat and being organized helped her studying for tests. The student's parent commented that portfolio was organized and it "wrapped-up" the unit. The parent also stated that their child's organizational skills were improving. Another student said he learned to keep his work neat so that he would know where his work was and how he was doing in class. His parent commented that the dialogue between she and her son was great. She also said that her son's organizational skills were improving. Approximately 85% of the parents responded that their child's organizational skills were improving. Students referred to being

organized as their number one response to what they learned about themselves in keeping a portfolio. Careful analysis of the data and anecdotal statements indicated that the intervention was successful and students benefited from the intervention.

## Conclusions and Recommendations

Prior to the intervention of teaching organizational skills and implementing the use of portfolios, students of the targeted seventh grade exhibited poor organizational skills that interfered with academic growth and achievement. Evaluation of the students' homework pattern and test performance after the intervention provided quantitative data and parent and student comments provided qualitative information that indicated the intervention was successful.

### Conclusions

Based on the analysis of the data gathered and presented, it is indicated that the instruction of mini-lessons on organizational skills and implementation of student portfolios did improve the student's organization and impacted positively on the student's academic performance. Key pieces of evidence for this finding include the students' own comments of how their organizational skills have improved. The parents were also aware of this improvement and noted it on the reflection sheets. The average student was able to put together a portfolio that contained over 90% of their classwork and was able to recover the information when needed for a test or putting together a final portfolio. Test scores improved on an average of over 6% during the intervention. This can be attributed to the students having more prepared written assignments available for study and accessible for the open note test. It can also be attributed to the mini-lessons on studying for a test and reading a text book. Finally, the over-all improvement of the students' homework being at least partially prepared on the due date, indicates an improvement in organizational skills. This allows the student to have meaningful review of the homework assignments and allows them to clarify any misconceptions they may have of the content being explored. However, not all of the intervention went smoothly. There were some trouble areas that should be addressed and modified.

Recommendations

There are several aspects of this project that could be modified. One would be to have the students turn the assignment in to the teacher before putting it in the portfolio. Transporting a classes' portfolios can be cumbersome for the teacher. Assignments in this project were checked at the end of the chapters, it would be advised to check on a more frequent pattern, possibly once a week. This will also help students to be more aware of due dates and will probably lead to more assignments completed on time. Using an entry log may also help the student to be aware of the condition of their portfolio and help them to keep it current. The students who are chronic about missing assignments should be monitored very closely and have clearly defined boundaries for acceptable homework. Contractual agreements linked to privileges, such as recess, should be initiated early and enforced. Finally, it would be recommended that several of the organization skills mini-lessons be combined. Much the information was redundant when broken into smaller lessons. It would be better to teach the skills over a couple of class periods and then review the highlights about once a month. Upon making a few adjustments to the intervention plan, the teaching and review of a few mini-lessons on organizational skills at the beginning of each school year and the implementation of portfolios to give the students a place to organize their assignments for future reference will improve the students' academic growth.

Implications

As discussed in Chapter One, studies indicated that less than half of the students complete 80% of assigned work and the accuracy rate was low, with only 39% of the students studied answering 80 to 100% of the homework accurately and only 6% meeting a 90% or better level of accuracy, (Murphy & Decker, 1990). Cooper (1989) listed some of the obstacles to successful homework as student characteristics of ability, motivation, and study habits which would include organizational skills. Completion of meaningful homework assignments are necessary for student improvement and growth. Cooper (1989) stated that the positive attributes of homework are to aide retention and understanding of material covered, improve study skills, improve student attitudes toward school, show that learning can occur anywhere not just in school, and foster

independent and responsible character traits. These goals were echoed by Schumm and Radencich (1992) when they stated a goal of homework is to enable students to develop independent study skills. For a student to successfully complete a homework assignment, the student needs to note the assignment and due date, set aside time to complete the assignment, bring the assignment from home to class to be checked or graded, save the checked assignment for future reference and review, and take the assignment home to share with their parents. The discussed intervention plan has been shown to quantitatively increase student performance on homework and tests. Teaching and reviewing a few mini-lessons on organizational skills at the beginning of each school year and the implementation of portfolios to give the students a place to organize their assignments for future reference, will improve the students' academic growth.

Homework clearly improves student performance in school, yet the majority of students have trouble completing homework assignments. The problem could be identified as an attitudinal problem, a problem with study skills, or an organizational problem. It is likely a combination of all three, with the emphasis on student study and organizational skills. The acquiring of organizational and study skills are necessary for student growth. If students become more organized and complete a significantly higher percentage of their homework, their academic growth would improve with their organization. The intervention plan of teaching organizational and study skills with the use of portfolios to provide a tool of organization has been shown to successfully address this problem in education.

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# APPENDIX A

## STUDENT, PARENT AND TEACHER QUESTIONNAIRES

STUDENT QUESTIONNAIRE

Please read the following 16 questions and circle the response that you feel best represents your observations and opinions. Please estimate your responses.

For clarification, a complete assignment is an assignment in which the student has attempted to complete all tasks accurately and the assignment is ready to be checked on the announced due date. Organizational skills are defined as the student having proper materials for class, understanding and writing down task expectations, recording and meeting announced due dates, gathering and use of proper materials for task completion, use of the prescribed format for the assignment, use of a regular study location and study time, and turning in neat and complete final products.

1. What percentage of the time did you complete your assignments fully and on time last year?

   a. 91-100% b. 81-90% c. 71-80% b. 61-70% d. less than 61%

2. Did you have 4 or more missing and or late assignments in any of your classes last year?
   yes no (if you answered no, skip question #3)

3. If you answered yes to the above question, did this occur in more than one class or in more than one grading period last year? yes no

4. How would you assess your organizational skills for school?

   a. excellent b. above average c. average d. below average e. poor

5. Could you benefit from a method of organizing their school work?
   yes no

6. Do you think homework affects student achievement in school? yes no

7. Do you think organizational skills affect student performance in school? yes no

8. Do you think there is a relationship between students' organizational skills and their homework performance? yes no

9. Do your parents check your homework on a regular basis? yes no

10. Do you have a regular location for doing homework? yes no

11. Do you have a set time to start your homework? yes no

12. Do you think education is important for success in today's society? yes no

13. Do you think education is important to your friends? yes no

14. How would you rate the school's effort in educating you for success in high school?

    a. excellent b. above average c. average d. below average e. poor

15. What is a possible reason why you might have a missing or late assignment in class? (Please answer on back of sheet)

16. Why do you believe that organizational skills might be lacking for you or your classmates?
(Please answer on back of sheet)

PARENT QUESTIONNAIRE

Please read the following 16 questions and circle the response that you feel best represents your observations and opinions. Please estimate your responses.

For clarification, a complete assignment is an assignment in which the student has attempted to complete all tasks accurately and the assignment is ready to be checked on the announced due date. Organizational skills are defined as the student having proper materials for class, understanding and writing down task expectations, recording and meeting announced due dates, gathering and use of proper materials for task completion, use of the prescribed format for the assignment, use of a regular study location and study time, and turning in neat and complete final products.

1. What percentage of the time do you believe your child completed their assignments fully and on time last year?

   a. 91-100% b. 81-90% c. 71-80% b. 61-70% d. less than 61%

2. To your knowledge, has your child had 4 or more missing and or late assignments in any of their classes during a grading period last year?
   yes no (if you answered no, skip question #3)

3. If you answered yes to the above question, did this occur in more than one class or in more than one grading period? yes no

4. How would you assess your child's organizational skills for school?

   a. excellent b. above average c. average d. below average e. poor

5. Do you believe your child could benefit from a method of organizing their school work?
   yes no

6. Do you think homework affects student achievement in school? yes no

7. Do you think organizational skills affect student performance in school? yes no

8. Do you think there is a relationship between students' organizational skills and their homework performance? yes no

9. Do you check your child's homework on a regular basis? yes no

10. Does your child have a regular location for doing homework? yes no

11. Does your child have a set time to start their homework assignments? yes no

12. Do you think education is important for success in today's society? yes no

13. Do you think your child values education? yes no

14. How would you rate the school's effort in educating your child for success in high school?

   a. excellent b. above average c. average d. below average e. poor

15. Why might your child have a missing or late assignment? (Please answer on back of sheet)

16. Why do you think organizational skills might be lacking in your child or their classmates? (Please answer on back of sheet)

TEACHER QUESTIONNAIRE

Please read the following 15 questions and circle the response that you feel best represents your observations and opinions. Please estimate your responses.

For clarification, a complete assignment is an assignment in which the student has attempted to complete all tasks accurately and the assignment is ready to be checked on the announced due date. Organizational skills are defined as the student having proper materials for class, understanding and writing down task expectations, recording and meeting announced due dates, gathering and use of proper materials for task completion, use of the prescribed format for the assignment, use of a regular study location and study time, and turning in neat and complete final products.

1. What percentage of your students complete their assignments fully and on time?

   a. 91-100% b. 81-90% c. 71-80% b. 61-70% d. less than 61%

2. What percentage of your students have 4 or more missing and or late assignments in a grading period?

   a. 81-100% b. 61-80% c. 41-60% d. 21-40% e. 11-20% f. 1-10%

3. What percentage of your students exhibit excellent organizational skills?

   a. 91-100% b. 81-90% c. 71-80% b. 61-70% d. less than 61%

4. What percentage of your students exhibit poor organizational skills?

   a. 81-100% b. 61-80% c. 41-60% d. 21-40% e. 11-20% f. 1-10%

5. What percentage of your students do you believe could benefit from a method of organizing their school work?

   a. 81-100% b. 61-80% c. 41-60% d. 21-40% e. 11-20% f. 1-10%

6. Do you think homework affects student achievement in your class? yes no

7. Do you think organizational skills affect student performance in your class? yes no

8. Do you think there is a relationship between students' organizational skills and their homework performance? yes no

9. Do you think students value education? yes no

10. Do you think parents value education? yes no

11. Do you think students respect teachers? yes no

12. Do you feel supported by parents? yes no

13. How would you rate the school's effort in educating students for success in high school?

    a. excellent b. above average c. average d. below average e. poor

14. Why do you believe students miss or turn in late assignments? (Please answer on back of sheet)

15. Why do you believe some students might be lacking organizational skills? (Please answer on back of sheet)

# APPENDIX B

## STUDENTS' LIST OF DESIRED STUDENT ATTRIBUTES

Why does a good student succeed with homework?

1. writes down assignments
2. listens to instructions
3. prioritizes homework
4. sets aside time to do homework
5. doesn't rush homework
6. has a favorite place to do homework
7. spends reasonable time on individual assignments
8. writes out question, as well as, answers and shows work.
9. asks for help
10. checks to see if it is complete and if they understand it.
11. Organizes finished work and puts it where it can be retrieved.
12. parents concerned about homework
13. are not afraid of failure
14. Uses their assignment book.
15. gets missing assignments when absent from a friend

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# APPENDIX C

## SAMPLE ASSIGNMENT SHEET

**SEVENTH GRADE PHYSICAL SCIENCE**
**CHAPTER TWO ASSIGNMENTS FOR 1997-98 SCHOOL YEAR**

**TEXTBOOK: GLENCOE PHYSICAL SCIENCE, 1997**
**UNIT ONE: PHYSICAL SCIENCE BASICS (pages 2-59)**
**CHAPTER TWO: PHYSICAL SCIENCE METHODS (pages 32-59)**
Standards of Measurement, Using SI Units, Graphing, and Science and Society.

**CHAPTER OBJECTIVES: Students will be able to...**

1) Define standard of measure and identify the need for standards of measurement.
2) Explain the system of prefixes used with SI units.
3) Identify SI units for length, volume, mass, density, time, and temperature.
4) Define and give two examples of derived units.
5) Convert measurements among related SI units.
6) Identify three graphs and explain the correct use of each type.
7) Interpret graphs.
8) Analyze the advantages and disadvantages of universal use of SI measurements.

**THINKING SKILL: Cooperative Grouping, Clarifying concepts**
**GRAPHIC ORGANIZER: The Web**

| CLASS ACTIVITIES: | DUE DATE |
|---|---|
| **ASSIGNMENT #1** | **9/9/97** |
| Read sections 2:1 and 2:2 (pp. 32-45)<br>Create Concept Web for each section [In-class]<br>"Section Wrap-up" #1-3 and Skill Builder (p. 36)*<br>Using Math "Converting Meter to Centimeters"<br>Practice Problems #1-2 (p. 40)*<br>Using Math "Converting Centimeters to Liters"<br>Practice Problem #1 (p. 42)*<br>"Section Wrap-up" #1-3 and Skill Builder (p. 45)*<br>"Science Journal" Entry (p. 36) [In-class] | |
| **ASSIGNMENT #2** | **9/15/97** |
| Read sections 2:3 and 2:4 (pp. 48-55)<br>Create Concept Web for each section [In-class]<br>"Section Wrap-up" #1-3 (p. 51)*<br>"Section Wrap-up" #1-2 (p. 53)*<br>Explore the Issue (p. 53) [In-class]<br>Science Journal Entry (p. 53) [In-class] | |
| **ASSIGNMENT #3** | **9/19/97** |
| Answer "Chapter 2 Review" #1-25 (pp. 56-57)*<br>Checking Concepts, Understanding Concepts,<br>Thinking Critically, Developing Skills. | |

| LABORATORY ACTIVITIES: | |
|---|---|
| **LAB ACTIVITY: 2-1** | **9/10/97** |
| "Metric Munchies" (p. 37)* | |
| **LAB ACTIVITY: 2-2** | **9/16-9/18/97** |
| "Setting High Standards...for Measurement" (pp. 46-47)* | |
| **UNIT TEST: Chapters 1 and 2** | **9/22/97** |

**(*) Items required for the working portfolio.**
**Parent/Guardian signature on chapter assignment sheet is worth 5 points.**

**Signature:** **Due 9/19/97**

# APPENDIX D

## PORTFOLIO RUBRIC

Student Name:_____
Grade:_____
Period:_____
Grading Term:_____

## RUBRIC FOR ASSESSMENT OF SCIENCE STUDENT PORTFOLIOS

| I. Working Portfolio | not yet | | OK | | WOW! |
|---|---|---|---|---|---|
| A. Portfolio is neat | 1 | 2 | 3 | 4 | 5 |
| B. Portfolio is organized | 1 | 2 | 3 | 4 | 5 |
| How is portfolio artifacts organized? | | | | | |
| Chronological | | | | | |
| Topics | | | | | |
| Types | | | | | |
| Importance | | | | | |
| Other_____ | | | | | |
| C. All artifacts are present in porfolio | 1 | 2 | 3 | 4 | 5 |
| How many artifacts were missing?_____ | | | | | |
| How many artifacts were incomplete?_____ | | | | | |
| D. Entry Log of artifacts is complete | 1 | 2 | 3 | 4 | 5 |

| II. Final Portfolio | not yet | | OK | | WOW! |
|---|---|---|---|---|---|
| A. Portfolio is neat | 1 | 2 | 3 | 4 | 5 |
| B. Portfolio is organized | 1 | 2 | 3 | 4 | 5 |
| How is portfolio artifacts organized? | | | | | |
| Chronological | | | | | |
| Topics | | | | | |
| Types | | | | | |
| Importance | | | | | |
| Other_____ | | | | | |
| C. All required artifacts are present | 1 | 2 | 3 | 4 | 5 |
| How many artifacts were missing?_____ | | | | | |
| How many artifacts were incomplete?_____ | | | | | |
| D. Student selected artifacts are present | 1 | 2 | 3 | 4 | 5 |
| E. All artifact reflection sheets are complete | 1 | 2 | 3 | 4 | 5 |
| F. Parent reflection sheet is complete | 1 | 2 | 3 | 4 | 5 |
| G. Assessment of Portfolio Cover Design | | | | | |
| Meaningful | 1 | 2 | 3 | 4 | 5 |
| Original | 1 | 2 | 3 | 4 | 5 |
| Colorful | 1 | 2 | 3 | 4 | 5 |
| Neat | 1 | 2 | 3 | 4 | 5 |

**Total** _____

Not Yet = 14 - 27
OK = 28 - 56
WOW! = 57 - 70

# APPENDIX E

## PORTFOLIO ARTIFACT REFLECTION SHEET

Portfolio Reflection Sheet

Description of Artifact:

I selected this artifact for the portfolio because...

What I learned from this assignment was...

I could improve this assignment by...

Portfolio Reflection Sheet

Description of Artifact:

I selected this artifact for the portfolio because...

What I learned from this assignment was...

I could improve this assignment by...

# APPENDIX F

## PARENT PORTFOLIO INTERVIEW SHEET

## PARENT PORTFOLIO CONFERENCE GUIDE AND REFLECTION SHEET

Dear Parent: Please review your child's portfolio and ask them questions about their work and science class. Use the following questions and record in your child's responses in the space provided. Feel free to add more questions or simply continue with informal conversation about the portfolio or science class. Thank you for your cooperation.

1. What have you learned about yourself by putting together your portfolio?

2. What is your favorite piece? Why?

3. If you could publish one thing in this portfolio, what would it be and why?

4. Tell me how you feel about each of the remaining items in your portfolio.

5. How is your portfolio organized? Why?

Please write any comments you have and give to your daughter/son to return to school.

PARENT REFLECTION SHEET

1. How did you feel about your conference with your child?

2. What item did you like most in your child's portfolio? Why?

3. Did you find your child's portfolio organized?

4. Is your child's organizational skills improving?

Signed:_____Date:_____

# APPENDIX G

## HOMEWORK TALLY SHEETS

**Assignment Tally Sheet of Target Students for Second Semester 1996-97 School Year**

Section One: 21 Students, 18 Assignments, Total of 378 Entries

Count by Date

| Assignments: | 1/24/97 | 1/30/97 | 2/3/97 | 2/12/97 | 2/18/97 | 2/24/97 | 2/27/97 | 3/7/97 | 3/11/97 | 3/14/97 | 3/27/97 | 4/8/97 | 4/11/97 | 4/22/97 | 4/23/97 | 4/29/97 | 5/19/97 | 5/29/97 | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| On-Time / Complete | 9 | 7 | 7 | 10 | 13 | 12 | 11 | 13 | 11 | 5 | 12 | 15 | 13 | 15 | 7 | 11 | 13 | 19 | 203 | 53.70% |
| On-Time / Incomplete | 1 | 3 | 4 | 2 | 2 | 4 | 3 | 1 | 4 | 2 | 1 | 3 | 4 | 1 | 5 | 5 | 0 | 1 | 46 | 12.17% |
| Late / Complete | 0 | 2 | 3 | 3 | 0 | 1 | 3 | 2 | 2 | 5 | 1 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 28 | 7.41% |
| Late / Incomplete | 10 | 8 | 7 | 6 | 6 | 4 | 4 | 5 | 4 | 9 | 7 | 3 | 3 | 4 | 9 | 1 | 5 | 0 | 95 | 25.13% |
| Missing | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 6 | 1.59% |
| | | | | | | | | | | | | | | | | | | | 378 | 100.00% |

Section Two: 24 Students, 18 Assignments, Total of 432 Entries

Count by Date

| Assignments: | 1/24/97 | 1/30/97 | 2/3/97 | 2/12/97 | 2/18/97 | 2/24/97 | 2/27/97 | 3/7/97 | 3/11/97 | 3/14/97 | 3/27/97 | 4/8/97 | 4/11/97 | 4/22/97 | 4/23/97 | 4/29/97 | 5/19/97 | 5/29/97 | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| On-Time / Complete | 19 | 15 | 11 | 17 | 16 | 18 | 18 | 10 | 9 | 6 | 20 | 19 | 10 | 17 | 19 | 13 | 17 | 21 | 275 | 63.66% |
| On-Time / Incomplete | 0 | 3 | 6 | 3 | 1 | 1 | 1 | 2 | 1 | 6 | 0 | 2 | 7 | 1 | 1 | 5 | 3 | 3 | 46 | 10.65% |
| Late / Complete | 5 | 5 | 3 | 3 | 5 | 2 | 5 | 8 | 11 | 7 | 3 | 1 | 4 | 6 | 2 | 4 | 0 | 0 | 74 | 17.13% |
| Late / Incomplete | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 4 | 1 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 13 | 3.01% |
| Missing | 0 | 1 | 4 | 1 | 2 | 2 | 0 | 2 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 4 | 0 | 24 | 5.56% |
| | | | | | | | | | | | | | | | | | | | 432 | 100.00% |

Combined Sections: 45 Students, 18 Assignments, Total of 810 Entries

Combined Count by Date

| Assignments: | 1/24/97 | 1/30/97 | 2/3/97 | 2/12/97 | 2/18/97 | 2/24/97 | 2/27/97 | 3/7/97 | 3/11/97 | 3/14/97 | 3/27/97 | 4/8/97 | 4/11/97 | 4/22/97 | 4/23/97 | 4/29/97 | 5/19/97 | 5/29/97 | Totals | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| On-Time / Complete | 28 | 22 | 18 | 27 | 29 | 30 | 29 | 23 | 20 | 11 | 32 | 34 | 23 | 32 | 26 | 24 | 30 | 40 | 478 | 59.01% |
| On-Time / Incomplete | 1 | 6 | 10 | 5 | 3 | 5 | 4 | 3 | 5 | 8 | 1 | 5 | 11 | 2 | 6 | 10 | 3 | 4 | 92 | 11.36% |
| Late / Complete | 5 | 7 | 6 | 6 | 5 | 3 | 8 | 10 | 13 | 12 | 4 | 1 | 5 | 7 | 2 | 8 | 0 | 0 | 102 | 12.59% |
| Late / Incomplete | 10 | 8 | 7 | 6 | 6 | 5 | 4 | 7 | 5 | 13 | 8 | 4 | 5 | 4 | 10 | 1 | 5 | 0 | 108 | 13.33% |
| Missing | 1 | 2 | 4 | 1 | 2 | 2 | 0 | 2 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 7 | 1 | 30 | 3.70% |
| | | | | | | | | | | | | | | | | | | | 810 | 100.00% |

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| Assignment Tally Sheet of Target Students for First Semester 1997-98 School Year | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Section One | 21 Students, 18 Assignments, Total of 378 Entries | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Count by Date | | | | | | | | | | | | |
| Assignments: | 8/27/97 | 9/3/97 | 9/15/97 | 9/22/97 | 10/3/97 | 10/9/97 | 10/14/97 | 10/27/97 | 11/4/97 | 11/10/97 | 11/13/97 | 11/14/97 | 12/4/97 | 12/5/97 | 1/20/98 | 1/20/98 | 1/22/98 | 1/23/98 | Total | Percentage |
| On-Time / Complete | 4 | 7 | 5 | 4 | 9 | 4 | 5 | 5 | 2 | 11 | 3 | 3 | 13 | 3 | 12 | 9 | 8 | 5 | 112 | 29.63% |
| On-Time / Incomplete | 17 | 12 | 16 | 17 | 7 | 15 | 5 | 9 | 8 | 4 | 6 | 5 | 6 | 15 | 8 | 10 | 11 | 13 | 184 | 48.68% |
| Late / Complete | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 5 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 16 | 4.23% |
| Late / Incomplete | 0 | 1 | 0 | 0 | 3 | 1 | 3 | 4 | 8 | 4 | 5 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 37 | 9.79% |
| Missing | 0 | 1 | 0 | 0 | 2 | 0 | 3 | 3 | 3 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 3 | 29 | 7.67% |
| | | | | | | | | | | | | | | | | | | | 378 | 100.00% |
| Section Two | 20 Students, 18 Assignments, Total of 360 Entries | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Count by Date | | | | | | | | | | | | |
| Assignments: | 8/27/97 | 9/3/97 | 9/15/97 | 9/22/97 | 10/3/97 | 10/9/97 | 10/14/97 | 10/27/97 | 11/4/97 | 11/10/97 | 11/13/97 | 11/14/97 | 12/4/97 | 12/5/97 | 1/20/98 | 1/20/98 | 1/22/98 | 1/23/98 | Total | Percentage |
| On-Time / Complete | 4 | 6 | 1 | 0 | 10 | 2 | 9 | 4 | 4 | 3 | 5 | 2 | 2 | 4 | 13 | 8 | 13 | 3 | 93 | 25.83% |
| On-Time / Incomplete | 14 | 9 | 13 | 14 | 9 | 12 | 6 | 12 | 11 | 11 | 7 | 13 | 12 | 11 | 4 | 7 | 3 | 11 | 179 | 49.72% |
| Late / Complete | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 0.56% |
| Late / Incomplete | 2 | 4 | 5 | 5 | 0 | 4 | 3 | 2 | 3 | 3 | 5 | 4 | 4 | 1 | 2 | 3 | 1 | 3 | 54 | 15.00% |
| Missing | 0 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 3 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 3 | 32 | 8.89% |
| | | | | | | | | | | | | | | | | | | | 360 | 100.00% |
| Combined Sections | 41 Students, 18 Assignments, Total of 738 Entries | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Combined Count by Date | | | | | | | | | | | | |
| Assignments: | 8/27/97 | 9/3/97 | 9/15/97 | 9/22/97 | 10/3/97 | 10/9/97 | 10/14/97 | 10/27/97 | 11/4/97 | 11/10/97 | 11/13/97 | 11/14/97 | 12/4/97 | 12/5/97 | 1/20/98 | 1/20/98 | 1/22/98 | 1/23/98 | Totals | Percentage |
| On-Time / Complete | 8 | 13 | 6 | 4 | 19 | 6 | 14 | 9 | 6 | 14 | 8 | 5 | 15 | 7 | 25 | 17 | 21 | 8 | 205 | 27.78% |
| On-Time / Incomplete | 31 | 21 | 29 | 31 | 16 | 27 | 11 | 21 | 19 | 15 | 13 | 18 | 18 | 26 | 12 | 17 | 14 | 24 | 363 | 49.19% |
| Late / Complete | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 0 | 1 | 5 | 3 | 0 | 1 | 0 | 1 | 0 | 0 | 18 | 2.44% |
| Late / Incomplete | 2 | 5 | 5 | 5 | 3 | 5 | 6 | 6 | 11 | 7 | 10 | 12 | 4 | 1 | 2 | 3 | 1 | 3 | 91 | 12.33% |
| Missing | 0 | 2 | 1 | 1 | 3 | 2 | 5 | 4 | 5 | 4 | 5 | 3 | 4 | 6 | 2 | 3 | 5 | 6 | 61 | 8.27% |
| | | | | | | | | | | | | | | | | | | | 738 | 100.00% |

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